DOCUMENT RESUME

ED 362 745 CE 064 840

AUTHOR Brown, Jane A.
TITLE Tech Prep II: Implementation Final Report.
INSTITUTION Danville Area Community Coll., IL.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE 12 Aug 92
NOTE 65p.; Appended material concerning the summer school tech prep proposal may not copy well due to toner streaks.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Education; Business Cycles; Community Colleges; *Futures (of Society); High Schools; *Inservice Teacher Education; Integrated Curriculum; Labor Economics; Labor Force; *Labor Force Development; *Labor Needs; Program Development; Program Implementation; *School Business Relationship; Summer Programs; *Technology Education; Two Year Colleges; Vocational Education
IDENTIFIERS Tech Prep

ABSTRACT

This document contains the final progress report on a tech prep implementation project and the Work Force Challenge 2000 Report developed during the project. The final report lists these major accomplishments: approximately 1,500 educators in grades K-12 were provided information concerning future global issues in the work force and the effects in the Danville, Illinois, area; one part of Work Force Challenge 2000 was brought to closure with development of the final report; a summer shadowing/internship program was implemented through an area high school; and a summer integration project offered a combined Technology Orientation and English course. Materials developed by and used in the project are appended. The Workforce Challenge 2000 Report begins with an executive summary that describes efforts of the diverse sectors of the Danville community to plan and implement a program to prepare and maintain a qualified, adaptable work force for Vermilion County and the area that Danville Area Community College serves. Local work force concerns that were identified are listed. The body of the report lists five goals to address these concerns along with objectives and related tasks to achieve them. Appendixes include a summary of need for Workforce Challenge 2000; human resources survey results; information from the Department of Labor study, "What Work Requires of Schools"; and implementation organization and strategies for Workforce Challenge 2000. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IL 92 OT 14

ED 362 745

TECH PREP
FINAL PROGRESS REPORT

TECH PREP II: IMPLEMENTATION FINAL REPORT

JMAA290 - FUNDING AGREEMENT NUMBER

SOURCE OF FUNDS - TITLE IIIE

CARL D. PERKINS VOCATIONAL EDUCATION ACT - $80,000

Prepared by

Jane A. Brown
Tech Prep Coordinator
Danville Area Community College

Submitted to
Illinois State Board of Education
Robert Leininger, State Superintendent of Education
Department of Adult, Vocational and Technical Education
Vocational Education Program Improvement Section

AUGUST 12, 1992

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Beaumier

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 064 840

FINAL REPORT ABSTRACT FORMAT

Official Project Title: Tech Prep II: Implementation

Department of Adult, Vocational and Technical Education Funding

Agreement Number: JMAA290

Project Director: David L. Kietzmann

Funded Agency: Danville Area Community College

Location of Funded Agency: Danville, Illinois

Time Period Covered: July 1, 1991 - June 30, 1992

Goal(s) of the Project and its Relevancy to Vocational Education:

1. Educate, through in-service activities, both academic and vocational educators, throughout Vermilion County, concerning current work force issues and problems.
2. Continue to increase linkages between business/industry and education, providing for more communication and involvement between the two areas.
3. Develop a Tech Prep program and implement in a school in the college District.
4. Develop articulation agreements between the Vermilion Vocational Education Regional Delivery System and Danville Area Community College, concentrating on the selected vocational programs in Tech Prep.
5. Increase the number of Tech Prep sites in the college District, moving towards all schools eventually participating in Tech Prep.

Major Accomplishments of the Project:

1. Educators grades K-12 and the Community College level, were provided information concerning future global issues in the work force and the effects they will have in the Danville area. Approximately 1500 educators attended a day long in-service with break out sessions in a variety of educator specialty areas. It was funded and supported through County Institute funds and involvement.
2. One part of Work Force Challenge 2000 was brought to a closure with the final report being developed. From this schools and business/industry have gained a better understanding of each other, and also now have contacts in each area to help solve problems or use as resources. This project is not over, however, and will continue to grow in the college District.
3. A summer shadowing/internship program has been implemented through an area high school. This allowed approximately twenty students to observe and work in twelve area businesses, providing career information as well as work based knowledge for the students.
4. A summer integration project was developed and offered at an area high school. The course offered combined a Technology Orientation course and an English course in an integrated format, with 2 credits being earned by the students.

Products Delivered:

1. Work Force Challenge 2000 Report.
2. Technology and Communications Summer Program Information.
3. Summer Shadowing/Internship Information.
4. Final Narrative Report.

MAJOR ACCOMPLISHMENTS AND SIGNIFICANT FINDINGS OF THE PROJECT

1. Continue planning for the Tech-Prep initiative throughout Community College District 507.

   A. Every opportunity has been taken throughout the year to work with educators to better prepare them for a Tech Prep plan. This work has taken place throughout the county and district. It has involved meeting with teachers on a one-on-one basis, providing in-services whenever asked, and keeping them informed of upcoming State activities.

2. Establish by September 30, 1991, Tech-Prep committees at four targeted high schools.

   A. The four area secondary schools had been selected and committees formed at each site. The committees have been active at each site. Danville High School has been very active with many activities going on. Oakwood High School and Hoopeston High School also have committees which worked on selected projects. Vermilion Occupational Technical Education Center (VOTEC) has participated with the other three committees rather than forming their own.

3. Conduct by November 1, 1991 an Educational Summit for all teachers in Community College District 507, providing linkages between Tech-Prep educators and local business and industry.

   A. On October 11, 1991 an Educational Summit was held at Danville High School for all educators in Vermilion County and District 507. Approximately 1500 educators were in attendance to hear Representative Bill Black speak on state and local economic issues and how they pertained to education. A variety of break out sessions were held for the educators to attend. Two rounds of these workshops were held allowing the educators to select different topics. These topics included Tech Prep for Administrators, Academic Teachers on Tour, Math Integration, Science Integration, Learning Styles, Business Panel, and The One Computer Classroom. Time was also allowed for the educators to meet in groups organized by teaching area. This brought teachers and administrators with similar backgrounds to meet with business representatives and discuss critical issues of better preparing students for the work force.

4. Develop by January 1, 1992 a technical preparation program that will better prepare workers for the year 2000 and

beyond.

A. Danville High School has organized a shadowing/internship program for interested students. Approximately 20 students will be selected for the first application of this program. Over ten local businesses are planning on participating in this activity. It is felt that this is a major part of a Tech Prep program.

B. An integrated class between English and Technology was developed and received approval for implementation at Danville High School. This was offered as a pilot course during the summer of 1992 and allowed students to receive two credits.

C. VOTEC has always been very active working with students in the work place. This has increased in the last two years. Work-based learning is a part of their curriculum in several program areas. Internships or on-the-job training activities are also a part of the program areas.

5. Implement by January 1, 1992 a technical preparation program in at least one of the targeted secondary schools.

A. The three activities listed in Objective 4 have all been implemented by July 1, 1992. There was a great deal of excitement concerning these projects, by both teachers and students. It is planned that these projects will become a part of the Fall/Spring academic school year. Starting them off in the summer did allow for more planning time, and student exposure.

6. Design by January 1. 1992 inservice training activities to effectively implement the proposed technical preparation curriculum.

7. Develop by January 1, 1992 strategies for joint technical training of instructors participating in the technical preparation curriculum.

8. Identify and establish by January 1, 1992 the criteria and standards to be used for recruitment and selection of students in the technical preparation curriculum.

9. Develop by January 1, 1992 training programs for counselors to assist them with recruitment and selection of students for technical preparation program and help them retain the students through program completion and job placement or university transfer.

10. Establish by June 1. 1992 a Student Tech-Prep committee

acting as a continuous advisory committee.

A. While a formal Student Tech-prep committee has not been formed it is felt that students participating in the shadowing/internship programs can certainly offer input at this time. They will be given the opportunity to evaluate their respective projects and share their ideas and concerns with the appropriate people.

11. Develop by June 30, 1992 articulation agreements between the Vermilion Vocational Education Regional Delivery System and Danville Area Community College.

A. Robert Weist, System Director, and I have met to discuss present and future articulation agreements. The courses to be articulated have been identified with new agreements being worked on. Teachers from several program areas, and from Danville High School, VOTEC and Danville Area Community College have begun to meet to further this goal along.

12. Establish by June 30, 1992 Tech-Prep committees at the next four targeted secondary schools, establishing a plan for including all high schools in Community College District 507 in the technical preparation programs.

A. Two new Tech Prep sites have been identified and asked to participate in the Vermilion County and District 507 Tech Prep initiative. Georgetown-Ridge Farm High School and Westville High School have both agreed to work towards a Tech Prep program. They will each form a Tech Prep committee to work on developing a Tech Prep program. They will also have representatives on the Tech Prep Steering Committee.

13. Establish by June 30, 1992 links with four-year institutions, and start to develop transfer agreements for students in a technical preparation curriculum.

EVALUATION AND IMPACT

Tech Prep has had an impact on Vermilion County and District 507 Education. Educators are more aware of the issues facing student entering the work force, and they're also more aware of how to help these students. Business and industry are also aware of the issues and concerns facing students, teachers and parents. More businesses/industries are working with schools in partnerships to aid both students and teachers. Through Tech Prep and WorkForce Challenge 2000 we are better preparing out students for the work place.

RESOURCE LISTING

1. MATERIAL RESOURCES
   A. Hardware: 4 PC's
      1 CD ROM Player
      1 Plotter

   B. Assorted Software

   The above items have been purchased by the Tech Prep sites in the college District.

   C. Assorted Office Supplies

2. HUMAN RESOURCES

   A. Paid Participants:

Name	Position	Agency/Institution	Contribution
Arlene Borbely	Teacher	Oakwood High School	Integration
Geoffrey Griffiths	Teacher	Oakwood High School	Integration
Susan Hathaway	Teacher	Danville High School	Integration
Wendy Madden	Teacher	Danville High School	Integration
Marcia Petrus	Teacher	Danville High School	Integration
Bob Sexton	Teacher	Danville High School	Integration
Michelle Umbarger	Teacher	Oakwood High School	Integration
Deborah Mills	Teacher	Oakwood High School	Integration
Diane Neumann	Consultant	Oakwood High School	Integration
Kay Brown	Teacher	Hoopeston-East Lynn High School	Integration
Ken Welty	Consultant	U of I	Educational Summit
Ellen Baranowksi	Consultant	U of I	Educational Summit
Bruce Ricklin	Consultant	Vermillion Hills Vocational Center	Educational Summit
Debra Little	Consultant		Edcuational Summit
Frank Copi	Consultant		Educational Summit
Dr. Tom Boldrey	Consultant	EIU	Educational Summit
Mike Harmon	Consultant	U of I	Educational Summit
Ethel Pichon	Consultant		Educational Summit
Bob Ennis	Consultant		Educational Summit
Tim Hylan	Consultant		Educational Summit
Jack Fields	Consultant		Educational Summit

Dr. Thomas Fitch	Consultant	ISU	Educational Summit
Becky Lautenschlager	Consultant		Educational Summit
Dr. Chris Roegge	Consultant	U of I	Educational Summit
Mike Woods	Consultant		Educational Summit
Mary Muller	Consultant		Educational Summit
Donna Edington	Consultant		Educational Summit
Ginger Garner	Consultant		Educational Summit
Joanne Bibb	Consultant		Educational Summit
Terri Dean	Consultant		Educational Summit

B. Unpaid Participants:

Name	Position/Title	Contribution
Jim Barlet	Teacher	CAM Program
Marilyn Satterwhite	Teacher	Business Ed Program
David Kietzmann	Dean of Career Education	Tech Prep Steering Comm.
Dr. Ellen Russell	Principal	Tech Prep Steering Comm.
Jane Brown	Tech Prep Coordinator	Tech Prep Steering Comm.
Kim Johnston	Vice-Principal	Tech Prep Steering Comm.
Sandy Powell	Curriculum Coordinator	Tech Prep Steering Comm.
Bruce Nelson	Vocational Director	Tech Prep Steering Comm.
Mary Chambers	Counselor	Tech Prep Steering Comm.
Don Dean	Superintendent	Tech Prep Steering Comm.
Mark Conolly	Principal	Tech Prep Steering Comm.
Dr. James Ellis	Superintendent	Tech Prep Steering Comm.
Terry Goodner	Counselor	Tech Prep Steering Comm.
Glenn Keever	Principal	Tech Prep Steering Comm.
Paul Wasser	Principal	Tech Prep Steering Comm.
Gary Holland	Teacher	Tech Prep Steering Comm.
Mike Walton	Teacher	Tech Prep Steering Comm.
Bob Weist	Director, Regional System	Tech Prep Steering Comm.
Harry Braun	President	Implementaiton Committee.
Wilbur Dickson	Vice-President	Implementation Committee
Terri White	Director, Public Relations	Implementation Committee
Lisa Smith	Director, Public Relations	Implementation Committee
Larry Hinkle	Division Chair	Implementation Committee
Mike Summers	Division Chair	Implementation Committee
Ken Leisch	Division Chair	Implementation Committee
Dan Winland	Division Chair	Implementation Committee
Dick Trower	Teacher	Implementation Committee
Steve Downing	Teacher	Implementation Committee
Bruce Rape	Teacher	Implementation Committee
Tom Hainline	Teacher	Implementation Committee
Lynn Moody	Teacher	Implementation Committee
Jody Biscoe	Teacher	Implementation Committee
Curt Huffman	Teacher	Implementation Committee
Janet Redenbaugh	Teacher	Implementation Committee
Betty Seidel	JTP Director	Implementation Committee
Sara Longfellow	Business and Economic Institute	Implementation Committee
Linda Heeren	Director, Student Services	Implementation Committee
Viv Dudley	Counselor	Implementation Committee
Gary Warren	Consultant	Educational Summit
Scott Jones	Consultant	Educational Summit
Debra Paul	Consultant	Educational Summit
Cheryl Butcher	Consultant	Educational Summit
Theresa Stretch	Consultant	Educational Summit
Marcia Petrus	Teacher	DHS Tech Prep Committee
Jewell Kirkpatrick	Teacher	DHS Tech Prep Committee
Mary Metzen	Teacher	DHS Tech Prep Committee
Jennie Rich	Teacher	DHS Tech Prep Committee
Jan Reynolds	Teacher	DHS Tech Prep Committee
Charlottee Frank	Teacher	DHS Tech Prep Committee
Sharon Lacquet	Teacher	DHS Tech Prep Committee
Linda Kyger	Teacher	DHS Tech Prep Committee
Dave Barber	Teacher	DHS Tech Prep Committee
Bob Sexton	Teacher	DHS Tech Prep Committee
Rich Roth	Teacher	DHS Tech Prep Committee

Shirley Gritton	Teacher	DHS Tech Prep Committee
Gail Petkovich	Teacher	DHS Tech Prep Committee
Jerry O'Hare	Consultant	Educational Summit
Ajon Dandridge	Student	Job Shadowing
Tia Bankhead	Student	Job Shadowing
Jason Bray	Student	Job Shadowing
April Davis	Student	Job Shadowing
Errin Davis	Student	Job Shadowing
Jenny Faith	Student	Job Shadowing
Ben Flanagan	Student	Job Shadowing
Tyler Fox	Student	Job Shadowing
Jody Hilton	Student	Job Shadowing
Robin Marlin	Student	Job Shadowing
Maya Mehta	Student	Job Shadowing
S. Tiperneni	Student	Job Shadowing
Jason Williams	Student	Job Shadowing
Audrey Wood	Student	Job Shadowing
Annetta Young	Student	Job Shadowing
Sandra Erp		USMC
Don Patterson		Walter Danville
Cheryl Shaw		Palmer Bank
Candace Underhill		Mervis Industry
Steve Defenbaugh		Danville Metal Stamping
Wes Bieritz		Hillcrest Animal Hosp.
Gordon Varner		Quaker Oats
Gail Haley		Veterans Administration
Bill Small		Lauhoff Grain Company
Lou Mervis		Mervis Industry
Greg Acton		Financial
Vicki Bernthal		Economic Development
Bill Black		Government
Brock Blinn		Krupp Gerlack
Bill Bounds		Unions
Bill Britt		Financial
Les Brown		Alderman
Fred Danner		Insurance
Jerry Davis		Legal
Dennis Doran		Health Care
Karol Fentem		PTSA
Rita Garmon		Courts/Judicial System
Gail Garner		North Ridge Middle School
Pat Hartshorn		Law Enforcement
Jim Gholson		East Park Elementary School
Lilly Kagawa		Cross-Cultural Teacher
Dwight Lucas		Social Service
Jerry Martin		Religious Representative
Nanette Mellen		Religious Representative
Chuck Morris		Media
Gwen McDonald		Auto Sales
Nebeker		Hyster Company
Don Patterson		Walter Danville Corp.
Judd Peck		Danville Metal Stamping
Dick Pittlekow		Lauhoff Grain
Bud Royce		Union
Al Scargal		General Motors
Becky Schlect		DACC
Jim Woodson		Metropolitan Life Ins.
Alayne Anderson	Teacher	DHS Representative
John Barker	Teacher	DHS Representative
Jim Dowers	Teacher	DHS Representative

PROBLEMS

A reluctance on the part of the teachers in some areas certainly affected the progress made on our project. Many teachers feel they are being asked to do even more than before with less resources or

at least not more resources. As some teachers get involved, show their enthusiasm, and can show others successes more teachers will jump on the band wagon.

Three of the schools faced specific problems during the academic school year. One school lost their counselor to a tragic car accident. He had been involved in Tech Prep by being a member of the Steering Committee and the schools Tech Prep committee. One school went through a consolidation vote, which was defeated, and resulted in many cuts in the school system. Classes were cut, programs were cut, greatly defeating the teacher's attitudes. The general feeling was,"Why should they try?" The third school having passed a referendum the previous year felt they were in an excellent position only to face a deficit in the millions this year. Several teachers on the school's Tech Prep committee were cut due to a reduction of budget, creating a feeling of unease.

Schools throughout the state and even the country face similar problems. These are problems we will have to deal with here in Vermilion county to the best of our ability. This project really needs a salesperson to head it up, as selling the idea is a main part of the job.

CONCLUSIONS AND RECOMMENDATIONS

WorkForce Challenge 2000 is continuing to make an impact in this area. All the schools are to have plans ready to implement this fall. Business/industry resources for teachers are to be made available through notebooks made for the schools. The College has an Implementation Committee in place, which includes Tech Prep.

The future for Tech Prep in Vermilion County and District 507 is bright. A new coordinator has been hired and will be a great asset to the project. She will have, and already has some exciting ideas for the upcoming year, and is anxious to get started.

Tech Prep is growing in this area. As I look over the list of participants I am surprised at the length. It is also possible that the list should be even larger. As more and more people - students, educators and business/industry people - become involved Tech Prep can only grow and improve.

A program brought to you by

~~~~~~~~~~

Danville High School *dhs*

~~~~~~~~~~

Danville Area Community College

~~~~~~~~~~

Tech-Prep

TECH PREP

Open to students from:

Armstrong High School
Bismack High School
Catlin High School
Chrisman High School
Danville District #118
Danville First Baptist
Georgetown-Ridge Farm High School
Hoopeston-East Lynn High School
Jamaica High School
Milford High School
Oakwood High School
Potomac High School
Rankin High School
Rossville-Alvin High School
Schlarman High School
Shiloh High School
Westville High School

Students from other districts may inquire as to openings.

Is your school facing cutbacks?

~~~~~~~~~~

This is an opportunity you can't afford to miss!

~~~~~~~~~~

Technology & Communications Summer Program
~~~~~~~~~~

The Line

A new summer program will let you earn 2 high school semester credits in 6 weeks this summer.

Danville High School and Danville Area Community College are teaming up for a blockbuster summer Tech-Prep program open to all Vermilion County high school students.

The program combines a Technology Orientation course and an English course. Completion of the elective Technology and Communication course earns two high school semester credits.

The Orientation in Technology is a total hands-on Technology Education Program. The orientation class includes more than 16 technology modules explorations, 50 video tapes, and 30 different computer programs.

Technology Modules include titles such as: Audio Broadcasting, Computer Problem Solving, Rocketry in Space, Robotics, Engineering and Structures, Transportation, Applied Physics, Electronics, Electricity, Desktop Publishing, and Computer Aided Drawing.

The Applied English course takes off from there. You'll benefit from an integrated approach to communication and technology. Through reading, writing, speaking, and listening, you'll make a valuable connection between communication skills, technology, and future career choices.

The Bottom Line

Who:	Any high school student in Vermilion County, including incoming freshmen
What:	Technology & Communications Summer Courses
When:	June 15-July 24, 1992 6 weeks Monday-Friday 7:30-9:30 a.m. and 9:35-11:35 a.m.
Where:	Danville High School
Cost:	$110 tuition (includes both courses)
Deadline:	June 1, 1992

The Very Bottom Line

Earn 2 semester credits in the summer so you can take other elective or college-prep courses during the regular school year. The courses will be taught by an innovative teaching team who will provide a smooth transition from one area to the next.

Enrollment is limited. Don't miss your chance to take advantage of this premiere summer program.

For more information or to register call Danville High School Guidance Office at 431-5455.

TO: Vice President Dickson

FROM: Larry Hinkle

DATE: April 23, 1992

SUBJECT: Human Relations Content Requirement

The course syllabus and the course outline for Introduction to Business, CBUS 104, have been changed to include course work on improving human relations including race, ethnicity, gender and other related issues. (Please see attached course outline and course syllabus.)

To comply with the Illinois Community College Board mandate that we include Human Relations Content stated by their memorandum to you dated February 4, 1992, in General Education Courses I recommend that Introduction to Business, CBUS 104, be placed among courses meeting the Social Science requirement for a degree in Associate of Applied Science only.

This would help alleviate the problem of meeting the 25% of the credit hours being general education in all program offerings. This solution would be more appealing than increasing the total hours required for the degree because we already are requiring an average of 67 hours rather than the 62 hours required by the state.

Fall 1992

DANVILLE AREA COMMUNITY COLLEGE

Course Syllabus

Course Title: Introduction to Business

Course Number: CBUS 104

Semester Credit Hours: 3 hours

Course Description:

A study of business operations in relation to society and the consumer. Units of study include the private enterprise system, business environment, social changes, economic philosophies, business ethics, and human relations. To acquaint the student with the business world in all aspects and support his own conclusions in the subject areas of economics and business.

Course Objectives/Goals:

Upon completion of this course, including lecture, text reading, and class discussion the student should be able to define selected vocabulary terms, from each chapter describe the environment in which business operates, form judgments on current, controversial topics (including the diverse workforce, focusing on race, ethnicity, and gender). The issues of racism and sexual harrassment will be addressed. The student should also gather information necessary to make a selection of a career. Competencies will be measured by comprehensive examinations and quizzes with at least 70% accuracy.

Topical Outline:

1. The Foundation of Business
2. Social Responsibility and Business
3. Forms of Business Ownership — 15%
4. Introduction to Management
5. The Role of Organization
6. Human Relations in Management and the Diverse Workforce
7. Human Resources Management

8. Labor-Management Relations
9. Production Management — 20%
10. Marketing: Matching Consumer Needs with Product Offerings
11. Marketing Channels and Physical Distribution
12. Promotional Strategy
13 Prices and Pricing Strategy — 20%
14. Money and the American Banking System
15. Financial Management: Obtaining and Using Money
16. The Securities Markets — 20%
17. Risk Management and Insurance
18. The Role of Accounting
19. The Role of Computers
20. Management Information
21. World Business — 15%
22. Small Business and Franchising
23. Business and the Legal System
24. The Future of American Business — 10%

Textbook: Business. Certo, Husted, Douglas, Allyn & Bacon Publishing Co.

Evaluation:

Quizzes	50%
Projects	30%
Attendance	15%
Final Exam	20%

Fall 1992

DANVILLE AREA COMMUNITY COLLEGE

Course Outline

Course Title: Introduction to Business

Course Number: CBUS 104

Semester Credit Hours: 3 hours

Attendance and Withdrawal Policy:

A student may be withdrawn for non-attendance at the discretion of the instructor; however, it is your responsibility to be certain that you have been withdrawn. The last day to withdraw from 18 week courses with a "W" grade is _____.

Student Conduct Code/Academic Integrity Policy:

Student Conduct Code

Membership in the DACC community brings both rights and responsibilities. The College expects its students to exhibit conduct compatible with the educational mission of the College. Inappropriate conduct by students is subject to disciplinary actions outlined in the College's Student Conduct Code, which addresses both academic integrity and social conduct. The complete Student Conduct Code may be outlined from the Dean of Student Services Office, and appears in the DACC Student Handbook.

Use or possession of firearms or weapons of any kind, use, possession or sale of drugs or alcohol, or use of physical force are prohibited on DACC property.

Academic Integrity Policy

The College, like all communities, operates most effectively when its members accept and maintain established behavior norms. In the classroom, academic integrity is a critical behavior norm. Students maintain academic integrity by doing their own work, by refusing to assist others in deception, and by being honest with themselves and others.

Academic dishonesty violates the academy integrity expected of all students.

Academic dishonesty is defined as, but not limited to, the following:

1. **CHEATING** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise, including copying from another person's work or preparing work for another that is to be used as that other person's work.

2. **FABRICATION** - Furnishing false information to a College official relative to academic matters, including, but not limited to, misrepresentation of written information provided in the student's admission documents.

3. **PLAGIARISM** - Representing the words or ideas of another as one's own in any academic exercise.

4. **FACILITATING ACADEMIC DISHONESTY** - Helping or attempting to help another to violate any provision of this Code.

Acts of academic dishonesty violate the Student Conduct Code, and any result in one or more of the following sanctions:

- Failure of an assignment, quiz, test, examination, or paper - Instructor options include assignment of no credit and/or a failing grade for the work in which the violation occurred.
- Failure in a course - A failing grade (F) may be assigned for the course in which the violation occurred.

- Disciplinary warning - A written warning may be issued to the student, citing the inappropriate behavior and specifying that further misconduct may result in more serious discipline.

- Disciplinary probation - Disciplinary probation removes a student from good disciplinary standing. The probation shall last for a stated period of time and until stated conditions, if imposed, are met. Any misconduct during the probationary period will bring further disciplinary action, which may include suspension or expulsion.

- Disciplinary suspension - Disciplinary suspension separates the student from the College for a stated period of time and until stated conditions, if imposed, are met. Disciplinary suspension will be recorded on the student's transcript.

- Disciplinary expulsion - Disciplinary expulsion removes the student from the College for an unprescribed period of time and until stated conditions, if imposed, are met. Once expelled, any consideration for readmission requires a written petition to the appropriate college official before readmission will be considered. Disciplinary expulsion will be recorded on the student's transcript.

In no case shall the imposition of any sanction entitle the student in question to a refund, in whole or in part, of any tuition, fees, or other monies paid to the College.

Evaluation:	Quizzes	50%
	Projects	25%
	Attendance	15%
	Final Exam	10%

CURRICULUM COMMITTEE MEETING

MINUTES

Wednesday, May 6, 1992
3:30 p.m.

Present: Wilbur Dickson, Jane Brown, Jan Cornelius, Linda Heeren, Pam Kessinger, Dave Kietzmann, Marilyn Satterwhite, Carol Stokes, Tina Biesecker-Recording Secretary

Absent: Kym Ammons, George Latinovich

Guest: Larry Hinkle

Mr. Dickson stated that, as a follow-up from a question asked in the previous meeting, he contacted Ivan Lach of the Illinois Community College Board regarding whether the new human relations mandate included vocational degree programs. Mr. Lach indicated that this mandate applies to all degree programs.

Larry Hinkle attended the meeting for a discussion regarding a proposal to include Introduction to Business as a Social Science elective course for Associate of Applied Science degrees only. If the course is approved as a Social Science elective, it will also be added to the list of courses for human relations content. Jan Cornelius expressed some concerns regarding this proposal—this could affect enrollments in the Liberal Arts Social Science courses, and she did not feel that Introduction to Business fits the description of a Social Science as defined in the College Catalog. Carol Stokes also expressed concern that allowing students to take Introduction to Business rather than another Social Science course would "narrow" the vocational students and "water down" the programs. Dave Kietzmann stated that implementation of this proposal would help to correct the ICCB recommendation received in the recognition visit regarding 25% general education hours being included in vocational degree programs. This would solve the problem without changing the curriculum content and would bring seven of the ten targeted programs into compliance. After further discussion, a roll call vote was taken with a "yes" vote indicating Introduction to Business will be included as a general education course for Associate of Applied Science degrees only and included on the list of courses containing a human relations module.

Jane Brown	Yes
Jan Cornelius	No
Linda Heeren	Yes
Pam Kessinger	No
Dave Kietzmann	Yes
Marilyn Satterwhite	Yes
Carol Stokes	No

The vote passed with four "yes" votes and three "no" votes.

The Committee then turned their attention to the list of courses to be used to fulfill the ICCB mandate regarding human relations content. Mr. Dickson pointed out that this requirement is applicable to new students beginning in the Fall. Pam Kessinger

asked if there is any specific definition as to how much time is to be devoted to these issues in each of these courses. Mr. Dickson responded that there is no designated module or period of time specified for the human relations content; it is to be built into the course and drawn into the course by the individual instructor. Jane Brown suggested that there be a "module of sorts" including topics to be covered so part-time instructors will know what is to be included in the course and to provide some standardization and guidelines. Marilyn Satterwhite suggested that this could possibly be an appropriate subject for a faculty in-service to provide some ideas for resources and additional information. She also stated that there is a need to "educate" the faculty that this is a law and not just something that is being imposed by DACC. Linda Heeren stated that the human relations module should not be too "structured" because many students will have a lot of these courses and it would be repetitive for them. The possibility of a presentation for part-time instructors regarding the inclusion of a human relations module in courses was discussed. This could be done in the January dinner meeting held for all part-time instructors. Jan Cornelius suggested that Lily Kagawa would be a possibility for doing this presentation. Mr. Dickson will talk with Jerry O'Bryan regarding this; Jerry is the Chairperson of the Faculty Staff Development Committee.

A roll call vote was taken regarding the human relations content list, as follows:

Jane Brown	Yes
Jan Cornelius	Yes
Linda Heeren	Yes
Pam Kessinger	Yes
Dave Kietzmann	Yes
Marilyn Satterwhite	Yes
Carol Stokes	Yes

The vote passed with seven "yes" votes and zero "no" votes.

Mr. Dickson stated that in the last meeting there had been a question about Linear Algebra, Statistics, and Introduction to Environment courses. These courses are all included in the new Catalog. There had also been some discussion regarding course fees. Jane Brown sent a memo to Dave Kietzmann regarding this; he is looking into these course fee changes as well as some others.

Membership of the Curriculum Committee was discussed. It was determined that the membership for 1992-93 will remain as is, with the exception that George Latinovich will be replaced.

A summer meeting of the Curriculum Committee will probably be held in early July (lunch at the Beef House was suggested!). The Committee will be notified of the date and time for this meeting. Possible agenda items will include an academic probation recommendation and data collected regarding the correlation between reading and success in the classroom.

EMPLOYMENT SEMINAR

TASK: To develop a pilot project on employment skills

WHO: (target population to be served):

Maximum 30 students

From: (1) students graduating with no intention of attending college

(2) students involved in the summer job shadowing project

Participation Incentive: a ten dollar stipend will be paid to students who complete the seminar. Stipend donated by local industries.

WHAT: (information/skills to be covered and to what extent):

Five, one hour modules will be presented covering:

1. Careers
2. Finding Jobs and Selecting Employers
3. Completing Applications
4. Writing Cover Letters, Resumes and Thank You Letters
5. Interviewing Skills

D.H.S folders will be provided for each student to keep information for later use.

Students will be ask to complete a written evaluation following the workshop.

HOW: (who will be involved in making it happen?):

Introduction or welcome to be presented by a local employer

General meeting scheduled for early April to discuss the seminar and pass out permission slips to the students targeted. The first 30 to return permission slips will be those students involved in the seminar.

Lunch: prepared by food service and served in cafeteria for all participants. Cost covered by Danville Metal Stamping.

WHEN:

8:30 to 3:00, Saturday, April 25th

WHERE:

Danville High School
Rooms: 213 (computer lab), 250, 251, 252, and library

DRAFT

DHS SHADOWING PROGRAM - PILOT PROJECT
3/4/92

RATIONALE FOR SHADOWING PROGRAM:

Twelve businesses have agreed to allow selected DHS students to shadow an employee in order to become familiar with a career. These students will visit a business/industry for a period of no less than 2 hours and shadow an employee in an area they have previously identified as a career interest.

TIME PERIOD:

The shadowing will occur during a one week period from June 8 through June 12.

STUDENT ELIGIBILITY AND SELECTION:

There will be a possibility of 24 slots available. Any interested student may apply for these slots in the pilot project. Placement will be available on a "first come first served" basis to those students completing both an application and an interview.

To help students decide, speakers will be invited to second semester classes to provide an overview of the jobs/careers available at the site. Once applications are received, they will be reviewed by a selection committee consisting of a guidance counselor(s), teacher(s), business/industry representatives, and program coordinator.

A schedule for the shadowing experiences will be developed once students are identified - no later than May 1- to provide time for some pre-placement skills review.

EXPECTATIONS:

A staff member will coordinate the shadowing experience for the student assigned to him/her and establish the time(s) and date(s) for the shadowing to occur.

After shadowing, students will be expected to write a summary of their experiences and attend a wrap-up luncheon on Friday, June 19. Project participants and business/ industry representatives will be in attendance. Students will provide the written summary to the staff member at or before this luncheon.

EVALUATION:

At the end of the project, the shadowing program will be subject to review by educators and members of the business/ industry. Staff members will use the student summaries to make recommendations to the evaluation/ implementation committee in its planning for the 92-93 school year.

List of Students Participating in Job Shadowing

Student	Mentor	Site	Date(s)
Dandridge, Ajon 446-6440	Johnston	USMC Sandra Erp 443-5235	June 10,11 (9-3) Lab Dept.
Bankhead, Tia 431-1172	Johnston	USMC Sandra Erp 443-5235	June 10,11 (9-3) O.B. Dept.
Bray, Jason 446-9427	Summers	Walter Danville Don Patterson 442-5011	June 8-?
Davis, April 4425809	Lacquet,T.	Palmer Cheryl Shaw 446-6450	June 12
Davis, Errin 431-1292	Esslinger	USMC Sandra Erp 443-5235	incomplete info
Faith, Jenny 443-6354	Grant	Mervis Candace Underhill 442-5300	June 10,11,12
Flanagan, Ben 442-9145	Madden	Danville Metal Steve Defenbaugh 446-0647	-------
Fox, Tyler 442-6932	Hill	Hillcrest Wes Bieritz 442-3088	June 9
Hilton, Jody 443-1685	Summers	Quaker Gordon Varner 443-3990	June 9 8:30 a.m.
Marlin, Robin 442-7876	Ehrnwald	V.A. Gail Haley 442-8000 Ex.5951	June 16 8:30 am
Mehta, Maya 443-3176	Russell	USMC Sandra Erp 443-5235	July 20 (2 weeks)
Tiperneni, S. 443-6715	Ehrnwald	USMC Sandra Erp 443-5235	June 10,11 Surgery
Williams, Jason 443-1128	Lacquet	Palmer Cheryl Shaw 446-6450	* June 8,10 11 for Acts.

Wood, Audrey 442-6655	Johnston	USMC Sandra Erp 443-5235	June 10,11 (9-3) Emerg. Rm.
Young, Annetta 443-4346	Neil	Lauhoff Bill Small 442-1800	*June 10,11 John Crawford Accounting

*Jason Williams is expected on June 8 at 8:30 a.m. for 1/2 day orientation, then to return on the 10th for a full day of shadowing. On the 11th he will discuss any other interests or concerns.

Annetta Young is to park in the visitor's area and bring a sack lunch. Report at 8 a.m. to John Crawford in Accounting.

Robin Marlin is to report June 16 to the V.A. before 8:30 a.m. Building 14, 1st floor, Personnel Service, ask for Gail Haley.

Jody Hilton is to report June 9 and possibly June 10 at 8:30 a.m. to Quaker Oats, Kay Driscoll in the Supply Chain.

rev. 5/29

To : Faculty Mentors
From: Kim Johnston
Date: June 2, 1992
Re: Job Shadowing Update

Attached is the schedule for student job shadowing this summer and a list of student and business phone numbers.

Prior to the date of the student visit, please meet with/call him/her as a reminder of expectations - appropriate dress, being on time, and the requirement that each student keep a log/journal which will be submitted to you.

This log/journal must include their name, the name of the business, the person(s) shadowed, a summary of the major activities for the day(s), comments indicating what they thought was good or bad, and how the program might be improved for future students. Each student has been given the sheet attached as a guide in completing this requirement.

April 14, 1992

To: The DHS Advisory Council

From: The Tech Prep Committee

Re: Tech Prep Summer Program

Since October, members of the tech prep team have been meeting to discuss ways in which teachers can better align the curriculum and student experiences in the Orientation to Technology and the academic courses. So far, the members of the tech prep committee at Danville High are Bob Sexton, Susan Hathaway, Marcia Petrus, and Wendy Madden. After several Saturday workshops, we began designing a plan for a six week summer pilot program which will combine a Technology Orientation course with an Applied English course.

Our goals for piloting such a course include:

1. To provide a well-integrated technology orientation and applied communications curricula
2. To develop interdisciplinary critical thinking and problem-solving skills
3. To enhance students' ability to interrelate disciplines
4. To adhere to the established objectives as outlined by each division

We desire to plan for, think about, and teach an integrated curriculum for technology and applied communication as a team of teachers. We hope that students will learn to make similar connections and applications as a result of enrolling in the program. Students will be asked to enroll in both courses concurrently.

This summer tech prep program is open to 60 incoming freshmen and any Vermilion County high school student. The combined courses begin June 15 and meet every day starting at 7:30 am at Danville High School. By participating in the summer program, students will earn 2 semester credits toward their graduation requirements. The total cost for tuition is $220 which includes the cost of both courses and a lab fee.

By encouraging students to think about their futures in the workforce and to make valuable connections between the applications for all types of learning, we believe that this summer program is a start which will lead DHS in the right direction.

BEST COPY AVAILABLE

SUMMER SCHOOL TECH PREP PROPOSAL

PHILOSOPHY

We believe a Tech Prep program will help students realize relationships and practical applications between technology and communications.

OBJECTIVES

A Tech Prep program will:

1. provide a well- integrated technology orientation and applied communications curricula.
2. adhere to established curriculum objectives outlined by each division.
3. develop interdisciplinary critical thinking and problem solving skills.
4. enhance student's ability to interrelate disciplines.

NARRATIVE

Integrating academics and vocational education can be successfully accomplished through [illegible] methods. After attending several Saturday workshops, four Tech Prep committee members developed an implementation strategy to make Tech Prep a reality at Danville High School. The salient points of our strategy are presented below.

We propose the combined use of team teaching and curriculum alignment as vital to the successful implementation of a Technology Orientation/Applied English integrated course for the 1993 Summer School session. The alignment of the Technology Orientation curriculum with the Applied English curriculum would be achieved during ten 4 hour sessions held prior to summer school.

The Technology Orientation/Applied English course would contain the following components:

60 students from Danville High School and other area schools;

2 courses - Technology Orientation and Applied English with 1 credit received for each course;
Prerequisite: Concurrent enrollment in Technology Orientation and Applied English;

4 instructors - 1 Technology, 1 Science, and 2 English.

Students would rotate between the Technology Orientation course and the Applied English course on a daily basis. During the Applied English portion of the day, students will be exposed to lessons and activities which have been developed to reinforce and enrich the content presented during the Technology Orientation portion of the day. In a reciprocating manner, as students complete the requirements of each module of the Technology Orientation course, concepts pertaining to Applied English will be emphasized.

BEST COPY AVAILABLE

The summer session will allow the 4 instructors to concentrate on evaluating and improving the integrated curriculum without the interferences of a normal school year. The opportunity to develop a Tech Prep curriculum for Danville High School in this fashion will increase the speed at which it could be implemented school wide. This efficiency for Danville High School may carry investment obligations from the district and community. We propose these investment obligations be placed into the hands of several shareholders. The shareholders will also become important resources for the curriculum as it develops. We feel the following shareholders be sought to contribute to a successful Tech Prep curriculum:

Vocational Education	DHS Advisory Council
Workforce 2000	County Educational Funds
Area Industries	DACC Tech Prep
Connections 2000	DACC Tech Prep Mini Grants

BUDGET

EXPENDITURES

Instructional time salaries:

(1) Full time technology instructor - $2.250

(1) Full time science instructor - $2.250

(2) Full time English instructors - $4.500

Total cost for salaries $9.000

Salaries were determined using the formula below:

$\frac{\$15.00}{\text{hour}} \times \frac{5 \text{ hours}}{\text{day}} \times \frac{30 \text{ days}}{\text{session}} =$ [illegible]

Planning/Documentation/Evaluation time:

$\frac{12 \text{ hours}}{\text{session}} \times \frac{\$6.50}{\text{hour}} \times \frac{4 \text{ instructors}}{\text{session}} = \$312$

Curriculum Writing and Integration:

$\frac{4 \text{ hour}}{\text{day}} \times \frac{10 \text{ days}}{\text{instructor}} \times \frac{4 \text{ instructors}}{} \times \frac{\$6.50}{\text{hour}} = \$1.040$

Supplies/Consumable Materials:

$540

TOTAL EXPENDITURES $10,892

BEST COPY AVAILABLE

REVENUES

Student tuition:

[redacted] x 60 students = $6.600

(Student tuition based on $55.00 per credit.)

Technology Lab Fees:

$10.00 / student x 60 students = $600

Partial salary reimbursement from Vocational Education Office for (1) technology instructor - $2,000(?).

$2.500 from Tech Prep Mini Grant.

$200 from Connections 2000 Grant.

TOTAL REVENUES: $11,900

With a total enrollment of 60 students at the proposed tuition and fees ,along with probable outside sources of revenue. District 118 will bear no costs otherwise accrued during a summer school session

This proposal was written and submitted by: Susan Hathaway
Wendy Madden
Marcia Petrus
BobSexton

BEST COPY AVAILABLE

DACC may offer high school courses

Champaign 2/14/92

DANVILLE — Danville High School Principal Ellen Russell had some good news Thursday about educational programs in the district — for a change.

The district and Danville Area Community College plan to start two programs that would offset some anticipated reductions in course offerings. The school board must make $4.5 million in budget cuts by the end of March.

In the first program, seniors who qualify next year will be able to take classes in the afternoon at DACC. The other program, to be offered in the summer, will combine English with an introduction to industrial technology.

Russell announced the plans at a high school Parent Teacher Student Association meeting Thursday night to discuss the district's impending budget cuts.

School Superintendent David Fields announced a plan last week that would cut more than 100 teachers and reduce several educational programs.

THE BOARD MUST approve the plan, which is contingent on the teachers union's agreeing to a districtwide wage freeze.

The board instituted a seven-period day at the high school this school year to allow students to take more elective courses. Under the budget-cutting plan, the school would revert to the six-period day offered last year.

Class sizes would also increase, and independent study courses would be eliminated. And some classes which are offered to only the most advanced students would be opened to all honors students.

When cuts were first discussed last fall, Russell said she and other administrators began working with worried teachers and parents to draft some alternatives.

She said she is thrilled that DACC has agreed to shift some of its class schedules so seniors can take one or two courses each semester next year. The students would earn credits they can transfer to most colleges the following fall.

THERE'S A PRICE tag for the courses. The students must pay DACC's regular tuition rates. If they cannot, they can apply for financial aid through the college.

There's also a price tag for the summer technology program.

Students must pay $110 for tuition and a $10 laboratory equipment fee. Russell said financial aid for the summer program is questionable because of the district's financial problems.

The program was not initiated by the district. It arose from the Workforce Challenge 2000 report unveiled in the fall. The report stated that Vermilion County needed joint vocational programs between county schools and DACC.

The college received a "Technology preparation" grant from the state to implement the program. Committees have been working throughout the year to come up with a pilot program for the summer.

The committees chose Danville's proposal, although the program will be open to all county schools.

The class will use a lab that is full of different "real-life" computer simulations to teach students verbal and written communication skills, Russell said.

Because the joint approach will fulfill the requirements of an English course and an introduction to technology course offered at the high school this year, students in the summer program will gain two high school credits.

— CATHERINE SPELLMAN

DACC to pick up slack if DHS drops 7th period

By Linda Buscho C-N 2/4/92
Commercial-News Staff Writer

If Danville High School operates on a six-period day next year, seniors still will be able to take more classes.

Danville Area Community College will offer courses at 1:30 and 2:30 p.m. for high school seniors to earn early college credit.

The credit will be held in escrow until graduation, principal Ellen Russell said Thursday.

DACC has offered the credits-in-escrow program since the mid-1970s. Normally, students attend night classes at DACC or on their high school campuses.

This year, Russell asked DACC to offer more courses that might interest high-school age students in early and late afternoon, a time when they normally would be in class.

The high school has offered seven academic class periods for students since fall 1991. Previously, it offered six, but students couldn't choose as many classes. They were limited to graduation and college requirements and little else.

The seven-period schedule allows college-bound students to take foreign language and other electives in addition to music and fine arts classes. Parents and students are afraid they'll lose those options if the school board approves a proposal to slash $3.4 million from the 1992-93 budget.

To save money and because of staff layoffs, the high school would be forced to return to a six-period day.

DACC's program will allow students to take college-level courses if they have enough credits to meet graduation requirements and are taking at least four high school classes a day.

Students must have a 4.0 grade point average on a 5.0 scale and approval of a high school administrator to take one class per semester. Those with a 4.5 or 5.0 average may take two classes. They also must take the college's placement test. Parents pay tuition, $31 a credit hour plus lab fees, and provide transportation.

On education

- About 40 attend a forum at Danville High School on Thursday night to discuss cuts proposed by District 118 Superintendent David Fields, 3A.
- Danville High School is looking to give a "Second Chance" to ninth-grade students on the verge of dropping out, 3A.

On Sunday

Danville School District 118 Superintendent David Fields answers readers' phone-in questions to the Commercial-News.

To: DHS Advisory Council
From: Allen S. Russell
For Your Information
5/1/92

118 DANVILLE SCHOOL DISTRICT 118

Dr. Russell

Administrative Service Center
516 North Jackson Street
Danville, Illinois 61832
(217) 431-5400
FAX (217) 431-5423
David L. Fields
Superintendent of Schools

NEWS RELEASE

For: Immediate Release

Re: Job Shadowing

Contact: Elaine Symanski, 431-5888

April 27, 1992

Fourteen Danville High School students will receive a close up look at some Danville businesses through a summer Job Shadowing program the week of June 8 - 12.

The students met with eight business representatives and members of the Tech Prep committee during the program kick-off at the high school. The students learned what the various businesses do and what kinds of skills are needed for different jobs. They then were interviewed for placement with the firms.

Participating business are Danville Metal Stamping, Lauhoff, Mervis Industries, The Palmer Bank, Quaker Oats, United Samaritans Medical Center, Veterans Administration Medical Center, GM Powertrain, First National Bank of Danville and Walter Danville.

Students participating in the program will be Ajon Dandridge, Jason Williams, Robin Marlin, Maya Mehta, April Davis, Jody Hilton, Errin Davis, Jenny Faith, Ben Flanagan, Samantha Tipirneni, Tia Bankhead, S. Tyler Fox and Audrey Wood.

The students will be asked to keep a journal of their job shadowing experience and will meet with staff members to evaluate their experience. Kim Johnston, DHS assistant principal, coordinates the project.

Danville High School

School/Business Partnerships

Danville Metal Stamping

First National Bank

GM Powertrain

Hillcrest Animal Hospital

Lauhoff Grain Company

Mervis Industries

Palmer American National Bank

Quaker Oats

United Samaritans Medical Center

Valmont

Veterans Administration Medical Center

Walter Danville

EMPLOYMENT SEMINAR

TASK: To develop a pilot project on employment skills

WHO: (target population to be served):

Maximum 30 students

From: (1) students graduating with no intention of attending college

(2) students involved in the summer job shadowing project

Participation Incentive: a ten dollar stipend will be paid to students who complete the seminar. Stipend donated by local industries.

WHAT: (information/skills to be covered and to what extent):

Five, one hour modules will be presented covering:

1. Careers
2. Finding Jobs and Selecting Employers
3. Completing Applications
4. Writing Cover Letters, Resumes and Thank You Letters
5. Interviewing Skills

D.H.S folders will be provided for each student to keep information for later use.

Students will be ask to complete a written evaluation following the workshop.

HOW: (who will be involved in making it happen?):

Introduction or welcome to be presented by a local employer

General meeting scheduled for early April to discuss the seminar and pass out permission slips to the students targeted. The first 30 to return permission slips will be those students involved in the seminar.

Lunch: prepared by food service and served in cafeteria for all participants. Cost covered by Danville Metal Stamping.

WHEN:

8:30 to 3:00, Saturday, April 25th

WHERE:

Danville High School
Rooms: 213 (computer lab), 250, 251, 252, and library

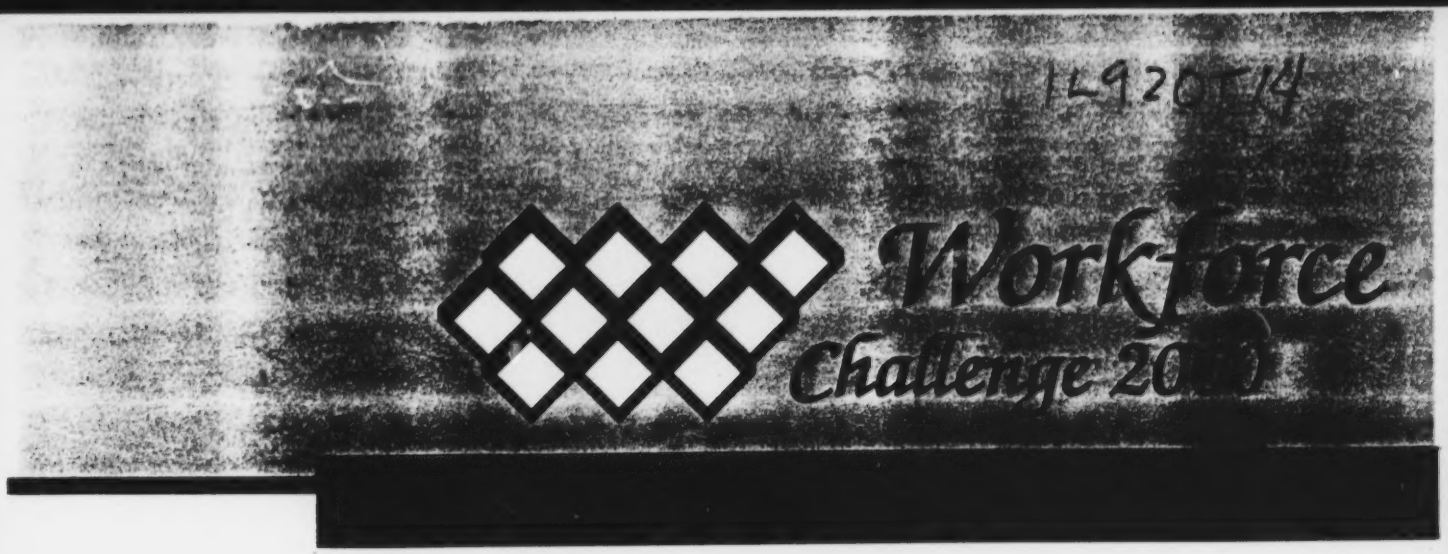
BUSINESS/INDUSTRY - EDUCATION PARTNERSHIP

Listed below are examples of ways that your business/industry may be interested in working with Danville High School. Please indicate which items you would support exploring at this point in time.

1	2	3	4	5	6	7	8	9	10	11	12	ACTIVITY
X	X		X	X	X	X	X	X				1. Open and regular communication with DHS
X	X		X	X	X	X	X	X				2. Job shadowing experiences for students
X						X						3. Internships for teachers
X	X				X	X		X				4. Collaborative efforts on curriculum review
X	X		X	X	X	X	X	X				5. Career Day participation with speakers
X				X		X		X				6. Provide awards/incentives to teachers who are particularly innovative in their approach to education
X						X	X					7. Mentoring program for students
X	X		X		X	X		X				8. Tours for groups of students
X						X						9. Your employees to tutor at DHS
X						X						10. Your employees to volunteer in areas other than tutoring
X					X	X	X	X				11. Technical advice
				X								12. Scholarships for students
						X		X				13. Rewards/Awards ceremonies for students
X	X		X	X		X	X	X				14. Student internships
					X		X	X				15. Establish leadership program for students
												16. Sponsor teacher training
							X					17. Team development activities for teachers
						X						18. Mini grants for classroom activities
X				X	X		X	X				29. Donation of equipment/materials
												20. Other ideas (please specify):

①-Danville Metal Stamping
②-First National Bank
3-GM Powertrain
4-Hillcrest Animal Hospital verbal
⑤-Lauhoff Grain Company
⑥-Mervis Industries
⑦-Palmer American National Bank
⑧-Quaker Oats
⑨-United Samaritans Med. Center
10-
11-Veterans Affairs Medical Center
12-Walter Danville

IL920 T14



Business & Industry
Labor
Retail, Small Business, Agriculture
Professionals
Government
Retirees
Human Services
Administrators & Board Members
Teachers
Parents
Students

A Community Partnership

TABLE OF CONTENTS

I. Executive Summary

II. Body of Report

III. Conclusion

IV. Appendices

A. Summary of Need for Workforce Challenge 2000

B. Human Resources Survey Results

C. Information from Department of Labor study, "What Work Requires of Schools"

D. Participants in Workforce Challenge 2000

E. Implementation Organization and Strategies For Workforce Challenge 2000

F. Description of Workforce Challenge 2000 Committees

EXECUTIVE SUMMARY

In November 1989, representatives of Teepak and Central Foundry approached Danville Area Community College President Harry Braun with serious concerns about their work forces. About 40 percent of the manufacturing work force in Vermilion County will be eligible for retirement within the next ten years. The plant managers wanted to know: Would workers be available to replace the retirees? Would those replacement workers have the skills they need for the technological workplace of the 1990s and beyond?

During meetings the following spring between College officials and business, industry, service, and other community leaders, more concerns about the work force became apparent. The success of business and industry—and ultimately, an entire area—depends on the availability and quality of the work force. Was the Danville area developing the kind of work force that could attract and sustain economic growth? Were schools teaching students the skills they would need in their jobs on into the twenty-first century?

Too often, the answer to those questions was "no. " It was clear to all involved that the Danville area needed to make some changes to prepare for the future. It was also clear that the changes were more than DACC or any other single entity could accomplish alone.

So out of those early discussions, diverse sectors of the community joined to form Workforce Challenge 2000.

From Spring 1990 through the end of that year, a 25-person steering committee developed plans. Led by joint chairs Braun, Illinois Power regional manager Jesse Price and Central Foundry plant manager Al Scargall, the committee determined Workforce Challenge 2000's mission: to plan and implement a program to prepare and maintain a qualified, adaptable work force for Vermilion County and the area served by Danville Area Community College.

In January 1991, the effort expanded, with more than 200 people from different sectors of the community exploring ways to achieve that mission. In committees and subcommittees, participants brainstormed, studied, took surveys, and consulted with employers, labor representatives, parents, teachers, students, counselors, administrators and others. In June, chairs of each committee and subcommittee presented their ideas and the ideas they had gathered from the community. Other participants made suggestions, asked questions, and developed recommendations. From that process, participants reached a consensus on how to address a number of inter-related local work force concerns.

Those concerns are:

1. The need to replace a vast number of retiring workers in the next decade.

Several local plants reduced their work forces during the 1980s by laying off or not hiring younger employees. Now, however, many of the older workers who stayed are nearing retirement. When the Job Training Partnership surveyed 31 local manufacturing and service businesses this year, the businesses said they expected about 1,750 of their employees to retire within the next ten years. For those businesses to stay viable, they will need to find qualified workers to replace the retirees.

2. The need to prepare workers and future workers for higher-tech, more complex jobs.

Many of the jobs that once could be filled easily by people without high school diplomas now require computer knowledge and other advanced skills. Also, job areas that will be growing in the next decade tend to be the ones that require more knowledge and specialized skills. According to the Illinois Department of Employment Security, all but two of the top ten occupations expected to have the most job openings by the year 2000 will require at least a high school diploma. Those two occupations are janitors and waiters/waitresses. They are also among the lowest-paying of the top ten jobs. The highest-paying--general managers and top executives--require a bachelor's degree.

3. The need to improve the education provided to local children.

As job requirements change, the preparation for those jobs also must change. Educators and representatives from business and industry agree that schools have not kept up with changing work force needs.

4. The need to provide unemployed adults with the skills necessary for work.

Because the Danville area has experienced high school drop-out rates in the neighborhood of 25 percent, the community now faces the challenge of helping many residents who lack marketable job skills. In addition to helping those adults, local agencies need to retrain workers whose job skills have become obsolete.

5. The need to help young people—and their parents, teachers, and counselors--understand that the Danville area will have jobs for them.

Because the Danville area has suffered through harsh economic times, many high school and college graduates believe they must leave their hometowns to get good jobs. However, in the Job Training Partnership survey, those 31 businesses alone anticipated needing about 5,250 new employees by the year 2000.

To address those work force development concerns, Workforce Challenge 2000 participants have established five goals. Those five goals are:

1. **Conduct a community awareness program for the Workforce Challenge 2000 initiative.**

2. **Assist education to better prepare students to meet the workforce needs of our community.**

3. **Increase the collaboration and investment between education and business/industry.**

4. **Increase the involvement of parents in preparing their children for education and employment.**

5. **Increase the involvement of human service agencies in preparing their clients for education and employment.**

Through these goals, Workforce Challenge 2000 will attempt to utilize local people, facilities, and resources to ensure the competitiveness—and the future—of the Danville area.

GOAL 1

Conduct a community awareness program for the Workforce Challenge 2000 initiative.

OBJECTIVE A:

Develop an awareness campaign targeting the local community concerning the future work force needs of the area.

Tasks

Conduct a continuous evaluation of local employment opportunities, with better communication between government agencies, business/industry and education.

Develop an information file on the local work force which can be used for speeches, pamphlets, fliers, videos, etc.

Develop a speakers bureau.

OBJECTIVE B:

Inform the community about the impact a global economy is having and will have on current and future work force needs.

Tasks

Utilize local business and industry to sponsor programs that describe the world economy and the way it could affect the area.

Target counselors, teachers, students, and parents as to changing opportunities in the local and global work force.

OBJECTIVE C:

Update and publish periodically a list of requirements for all jobs to inform students and others about what skills will be needed.

GOAL 2:

Assist education to better prepare students to meet the work force needs of our community.

OBJECTIVE A:

Develop and implement curricula to make sure kindergarten through post-secondary students learn the foundations and competencies needed in the work force.

Tasks:

Incorporate the teaching of foundations and competencies in an integrated manner throughout the entire curriculum at all levels of education. Foundations and competencies that will be taught include:

- Foundations
  - Basic skills—reading, writing, arithmetic and mathematics, speaking, listening
  - Thinking skills—creativity, decision-making, problem-solving
  - Personal qualities—responsibility, self-esteem, integrity
- Competencies
  - Resources
  - Interpersonal skills
  - Information utilization
  - Systems—social, organizational, technological
  - Technology

Encourage all levels of education personnel to incorporate "customer satisfaction" and "continuous improvement" in teaching strategies.

Encourage each school system to include representatives from business, industry, and labor in its curriculum review processes.

Incorporate actual job tasks into classroom projects and assignments.

Assist each school system to develop job shadowing, plant tours, and internship programs to help teachers understand what skills their students will need in the workforce.

Develop an "exit course" for all high school seniors that teaches and tests for basic competencies, as well as important social and interpersonal skills.

Implement across all occupational, career, and technical curricula a process in which students demonstrate acceptable levels of performance in specific areas of content and application of technologies which are verifiable by certification.

Encourage each school system to develop a follow-up system for graduates.

OBJECTIVE B:
Improve coordination and communication between Danville Area Community College and area schools.

Tasks
Survey schools systems to determine what facilities, equipment or other resources would be available for use by area schools.

Establish at Danville Area Community College a regional training center for curriculum development and in-service training for Workforce Challenge 2000.

Encourage educational entities and businesses to share equipment and facilities with one another.

OBJECTIVE C:
Assist students in discovering their career interests and determining what preparation they need to pursue those interests.

Tasks
Incorporate career development activities into every level of the education system on an on-going basis.

Develop student internship, partnership, and mentorship programs with local business and industry.

Encourage school systems to conduct area-wide job fairs and career days.

OBJECTIVE D:
Provide more effective in-service training and resources for teachers, counselors, and administrators.

Tasks
Encourage and provide resources for teachers to seek more continuing education and professional development activities.

Provide more time for in-service for teachers.

Emphasize the concept of continuous improvement in the performance appraisals of educational personnel.

OBJECTIVE E:

Improve students' self-esteem, helping them realize they are capable of succeeding in school and, later, work.

Tasks

Emphasize to teachers their importance as positive role models for students.

Incorporate into the curriculum the importance of attitude, self-esteem, and behavioral skills, as well as the importance of education.

Provide early counseling intervention in all schools to improve the likelihood of school success.

Increase the number of minority faculty and staff in those educational institutions which have minority populations.

Encourage teachers to promote teamwork, communication, and cooperation among students.

OBJECTIVE F:

Develop and implement innovative and non-traditional ideas for improving education.

Tasks

Identify and change current restrictions (state education parameters, labor contracts, and other hindrances) that prevent innovation.

OBJECTIVE G:

Seek additional state and federal funding for education.

Tasks

Work with other constituencies in developing an equitable statewide system for funding education.

Increase monetary support from the private sector.

Involve business and industry as advocates for increased funding for education.

Seek grant support from the U. S. Department of Labor and other potential funding sources for Workforce Challenge 2000.

GOAL 3

Increase the collaboration and investment between education and business/industry.

OBJECTIVE A:
Expand business and industry participation in "Adopt a School" programs (also called school/business partnerships).

Tasks
Create a committee of business and educational personnel to provide program coordination.

Develop a plan to inform business and industry of how to participate.

Prepare promotional materials.

Hold kick-off meetings to reintroduce the concept to businesses, principals, and superintendents in the area.

OBJECTIVE B:
Encourage business and industry leaders to run for election to local school boards.

Tasks
Establish a committee of three to seven people consisting of present school board members, PTO members, and Partners in Education sponsors.

Publicize the importance of school board membership.

Provide candidates with information about running.

OBJECTIVE C:
Encourage employers to enable parents to participate in school activities.

Tasks
Develop "parent visitation" time similar to personal leave days for pre-arranged school functions.

OBJECTIVE D:
Develop reciprocal in-house training for educators and business/industry employees.

Tasks
Open business/industrial in-house training to educators as well.

Present joint business/education seminars on current workplace trends and educational innovations.

OBJECTIVE E:
Bring more business and industry personnel into the classroom as guests and speakers.

Tasks
Provide opportunities for both labor and management representatives to speak to students at school programs.

Have the speakers stress hiring needs, required skills and the relationship between schoolwork and jobs.

Stress the negative effect such behaviors as drug use might have on employment.

Consider "reverse shadowing" allowing workers to follow students in school and explain how various classes might relate to the work they do.

OBJECTIVE F:
Provide schools with information about speakers, tours, and other business/industry resources that are available by providing a resource guide.

Tasks
Collect the information from business and industry.

Compile and publish the information.

Distribute the guide, "Community Resource Guide to Education" to all teachers in the DACC district.

Periodically update the guide.

OBJECTIVE G:
Encourage employers to limit the number of hours students work, to ensure more time for schoolwork.

Tasks
Establish a committee of business and education representatives to develop reasonable limits for working students.

Let employers know those generally accepted limits.

Recognize employers who follow those limits.

OBJECTIVE H:
Encourage graduates to remain or return to the community to work for local businesses and industries.

Tasks
Recognize employers who hire through the "Cooperative Education" system.

Develop job-recruiting programs in business and industry similar to military recruiting.

Provide incentives such as aggressive job placement, training scholarships, and upward job mobility.

OBJECTIVE I:
Coordinate and provide up-to-date training to keep workers current with changing work force needs.

Tasks
Encourage local industries and businesses to share corporate in-house training programs and resources through the development of an industry resource catalog by the Business and Economic Institute at DACC.

Develop a worker development program that would assure a certain level of skills.

Develop a comprehensive training plan for future labor leaders.

GOAL 4:

Increase the involvement of parents in preparing their children for education and employment.

OBJECTIVE A:
Increase parent participation in the education process.

Tasks
Encourage schools to develop a school/family council that will represent the demographics of the community served by the school. The council should include teachers, parents, single parents, and other interest groups.

Develop programs that will bring parents to the schools and educate them about their role in the education process.

Hold a Swap Day at high schools and middle schools and a Parents Day (or Grandparents Day or Adopt-a-Grandparent Day) at elementary schools.

Develop a Homework Hotline or Activity Hotline at each school--a tape-recorded message parents can call to keep up-to-date on what is happening at their children's schools.

OBJECTIVE B:
Improve communication between schools and parents through newsletters and other personalized methods.

OBJECTIVE C:
Increase and improve schools' efforts to meet with parents.

GOAL 5:

Increase the involvement of human service agencies in preparing their clients for education and employment.

OBJECTIVE A:
Bring both functionally unemployed and newly displaced workers back into the work force as productive employees.

Tasks
Identify adults with long histories of unemployment and poor work histories and provide opportunities for them to learn the skills they need to secure employment.

Improve communication to business and industry about current outplacement services for newly unemployed workers.

Coordinate the referral to and information about services available for recently displaced workers.

OBJECTIVE B:
Provide improved human services to workers, helping them solve or reduce personal problems that affect their job performance.

Tasks
Provide more training for supervisors to help them assess employees' problems, intervene in crises and refer employees to Employee Assistance Programs and other appropriate services.

OBJECTIVE C:
Encourage the development of quality child care and elder care services in the community.

OBJECTIVE D:
Reach a larger number of troubled youth and very troubled youth with improved human services programs—enabling more to overcome personal barriers to developing good job skills.

Tasks
Develop Student Assistance Programs at all schools, with human service professionals available to assess student needs, intervene in crises, and refer children and/or families to needed services.

Seek funding and provide alternative education and training opportunities to troubled youth in non-traditional settings.

OBJECTIVE E:

Encourage people with personal problems to voluntarily seek help from human service agencies.

Tasks

Develop a promotional campaign to make people aware of the help that is available and how human services tie in with work force development.

CONCLUSION

The need to develop and maintain a capable work force is the single most critical issue facing the Danville area. The quality of the work force directly affects the area's ability to retain its current businesses and industries and attract new ones. But it also affects the quality of life available in the area, the standard of living of area residents and the resources available for continuing improvements in the community.

The Danville area is not alone in facing grave challenges for its future. Across the nation, community leaders are concerned about factories closing down, workers who are not prepared for high-tech jobs, and schools that don't seem competitive with foreign education systems. The communities that succeed in adapting to the changing world will thrive. The ones that don't will gradually disappear. And the dilemma has implications for the entire country: experts agree that the United States as a whole must choose between developing a highly skilled work force or resigning itself to lower or below average wages.

Through Workforce Challenge 2000, the Danville area has recognized its work force problems and taken the first steps toward resolving them. Already, simply by joining forces on Workforce Challenge, various sectors of the community have met the goal of increasing cooperation. Publicity about Workforce Challenge 2000 has increased the community's awareness of the work force needs of the future. An education summit held in February 1991 brought together 1,000 junior high and high school teachers and administrators to talk about how education must change to meet the needs of a changing world. A second education summit for all area educators is planned for October 1991.

But much of the work connected to Workforce Challenge 2000 is yet to be done. Developing ideas for change was the easy part; making the changes will be more difficult. For the project to be successful, the community must find the necessary resources, implement the plans, evaluate the results, and adjust strategies as a more challenging work force environment evolves.

Many who worked on the early stages of Workforce Challenge 2000 have volunteered to see their plans through the next stages. The full text of committee and subcommittee ideas—a compilation of nearly 200 pages—is available for guidance. Still, more people must contribute their efforts and creativity. Workforce Challenge 2000 carries no governmental imperative; its success or failure depends on individual schools, businesses, industries, human service agencies, and others carrying the ideas forward. As a community-wide effort, Workforce Challenge 2000 cannot succeed without the help of the entire community.

APPENDIX A

Summary of Need For Workforce Challenge 2000

LOCAL CONCERNS

- Forty percent of Vermilion County's manufacturing work force will be eligible for retirement by the year 2000.
- Thirty-one of the county's largest employers have identified a need for 2,027 technicians, craftsmen, operators, or laborers by the year 2000.
- These same employers have identified a need for 1,362 office and clerical specialists by the year 2000.
- These same employers have identified a need for 1,204 officials, managers, or professionals by the year 2000.
- There will be a need, in these 31 businesses, for 688 sales or service workers by the year 2000.
- Local health care providers cannot find enough trained nurses, radiological technicians, and emergency room personnel to meet current labor market needs.

NATIONAL CONCERNS

- Incomes of our top 30% earners are increasing while those of the other 70% spiral downward.
- The primary concern of more than 80% of employers is finding workers with good work ethics and appropriate social behavior.
- No nation has produced a highly-qualified, technical work force without first providing its workers with a strong general education.
- We have no national system capable of setting high academic standards for the non-college bound student.
- Public educational programs are under-funded, serve only a small number of people, lack cohesion, and are not tied to local labor market policies.
- More than 70% of U. S. jobs require some form of skills training but will not require a four-year college degree by the year 2000.
- Other nations insist that virtually all of their students reach a higher educational standard than we do.
- Other nations operate comprehensive systems, combining training, labor market information, job search, and income maintenance for the unemployed—we do not.
- Other nations support education and company-based training through general revenue or payroll tax financing schemes—we do not.
- Five or six industrialized nations provide better schooling and job training for non-college bound students than we do.
- If we hope to remain a competitive and productive economy, we cannot afford to continue to allow 25% of our future workers to drop out of school.
- The choice that America faces is a choice between high skills and low wages. Gradually, silently, we are choosing low wages—as a community, is this what we want?

Sources: JTP Human Resources Survey; Focus Group Meetings with Area Employers; and the National Center on Education and the Economy, "America's Choice: high skills or low wages!" June 1990.

APPENDIX B

Human Resources Survey Results
Conducted by Job Training Partnership for Workforce Challenge 2000

Based on responses from 31 local manufacturing and service businesses.

Number of employees who will reach the age of 62 in each of the following years:

1991—212	1993—178	1995—189	1997—268	1999—333
1992—191	1994—174	1996—237	1998—300	2000—333

Number of employees expected to retire within the next 5 years: 948

Number of employees expected to retire within the next 10 years: 1,745

Total number of positions (by EEO category) these businesses expect to fill due to retirement, expansion, turnover, or product/process change for each of the following years:

	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000	Totals
Officials & Managers	34	26	31	32	27	33	36	29	35	35	318
Professionals	91	83	86	85	82	92	86	93	87	101	886
Technicians	28	26	23	27	22	26	27	23	29	27	258
Sales Workers	20	10	14	10	11	11	13	17	14	17	137
Office & Clerical	129	137	149	135	148	138	136	97	144	149	1,362
Craftman	36	42	36	35	40	38	43	46	42	38	396
Operatives	55	71	52	51	63	69	70	107	84	78	700
Laborers	64	63	62	61	68	68	67	76	72	72	673
Service Workers	58	49	53	52	56	53	57	54	60	59	551
TOTALS	515	507	506	488	517	528	535	542	567	576	5,281

APPENDIX C

A Three-Part Foundation

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading*—locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules
B. *Writing*—communicates thoughts, ideas, information and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
C. *Arithmetic/Mathematics*—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
D. *Listening*—receives, attends to, interprets and responds to verbal messages and other cues
E. *Speaking*—organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking*—generates new ideas
B. *Decision Making*—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
C. *Problem Solving*—recognizes problems and devises and implements plan of action
D. *Seeing Things in the Mind's Eye*—organizes and processes symbols, pictures, graphs, objects, and other information
E. *Knowing How-to-Learn*—uses efficient learning techniques to acquire and apply new knowledge and skills
F. *Reasoning*—discovers a rule or principle underlying the relationships between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. *Responsibility*—exerts a high level of effort and perseveres towards goal attainment
B. *Self-Esteem*—believes in own self-worth and maintains a positive view of self
C. *Sociability*—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings
D. *Self-Management*—assesses self accurately, sets personal goals, monitors progress and exhibits self-control
E. *Integrity/Honesty*—chooses ethical courses of action

Source: U.S. Dept. of Labor, "What Work Requires of Schools," June 1991.

Five Competencies

Resources: Identifies, organizes, plans, and allocates resources

A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money*—Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives
C. *Material and Facilities*—Acquires, stores, allocates and uses materials or space efficiently
D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team*—contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers*—works to satisfy customers' expectations
D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates*—works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity*—works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

A. *Understands Systems*—knows how social, organizational and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance*—distinguishes trends, predicts impacts on system operations, diagnoses deviation in systems' performance and corrects malfunctions
C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies
B. *Applies Technology to Task*—Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies

Source: U.S. Dept. of Labor, "What Work Requires of Schools," June 1991.

CHARACTERISTICS OF TODAY'S AND TOMORROW'S WORKPLACE

TRADITIONAL MODEL	HIGH PERFORMANCE MODEL
STRATEGY	
• mass production	• flexible production
• long production runs	• customized production
• centralized control	• decentralized control
PRODUCTION	
• fixed automation	• flexible automation
• end-of-line quality control	• on-line quality control
• fragmentation of tasks	• work teams, multi-skilled workers
• authority vested in supervisor	• authority delegated to worker
HIRING AND HUMAN RESOURCES	
• labor-management confrontation	• labor-management cooperation
• minimal qualifications accepted	• screening for basic skills abilities
• workers as a cost	• workforce as an investment
JOB LADDERS	
• internal labor market	• limited internal labor market
• advancement by seniority	• advancement by certified skills
TRAINING	
• minimal for production workers	• training sessions for everyone
• specialized for craft workers	• broader skills sought

Source: U.S. Dept. of Labor, "What Work Requires of Schools," June 1991.

CHARACTERISTICS OF TODAY'S AND TOMORROW'S SCHOOLS

SCHOOLS OF TODAY	SCHOOLS OF TOMORROW
STRATEGY	
• Focus on development of basic skills	• Focus on development of thinking skills
• Testing separate from teaching	• Assessment integral to teaching
LEARNING ENVIRONMENT	
• Recitation and recall from short-term memory	• Students actively construct knowledge for themselves
• Students work as individuals	• Cooperative problem solving
• Hierarchically sequenced—basics before higher order	• Skills learned in context of real problems
MANAGEMENT	
• Supervision by administration	• Learner-centered, teacher directed
OUTCOME	
• Only some students learn to think	• All students learn to think

Source: U.S. Dept. of Labor, "What Work Requires of Schools," June 1991.

APPENDIX D

Workforce Challenge 2000 Volunteers

Joint Chairs
Harry Braun
Jesse Price
Al Scargall

Steering Committee
Ann Abel
Vicki Bernthal
Bill Bounds
Jane Brown
Thomas Byrket
Dennis Doran
Linda Federman
Ronald Geguzys
Thomas Ginder
Dave Kietzmann
Lou Mervis
Chuck Morris
Timothy Musgrave
Marc Parise
Donald Patterson
Don Pennington
Ellen Russell*
Joseph Stutsman
Sharon Walker
Robert Weist
Richard Weller
Terri White
Candy Underhill*

Stakeholders
Mary Chambers
Tom Conron
Neil Ehrlich
Carol Green
Tom Jenkins
Dianne Kurth
Carol Lewis
Earl Lindsey
Mary Lou Meader
Cassandra Reed
Albert Royce
Ronald Serfoss
Richard Trower
Gordon Varner

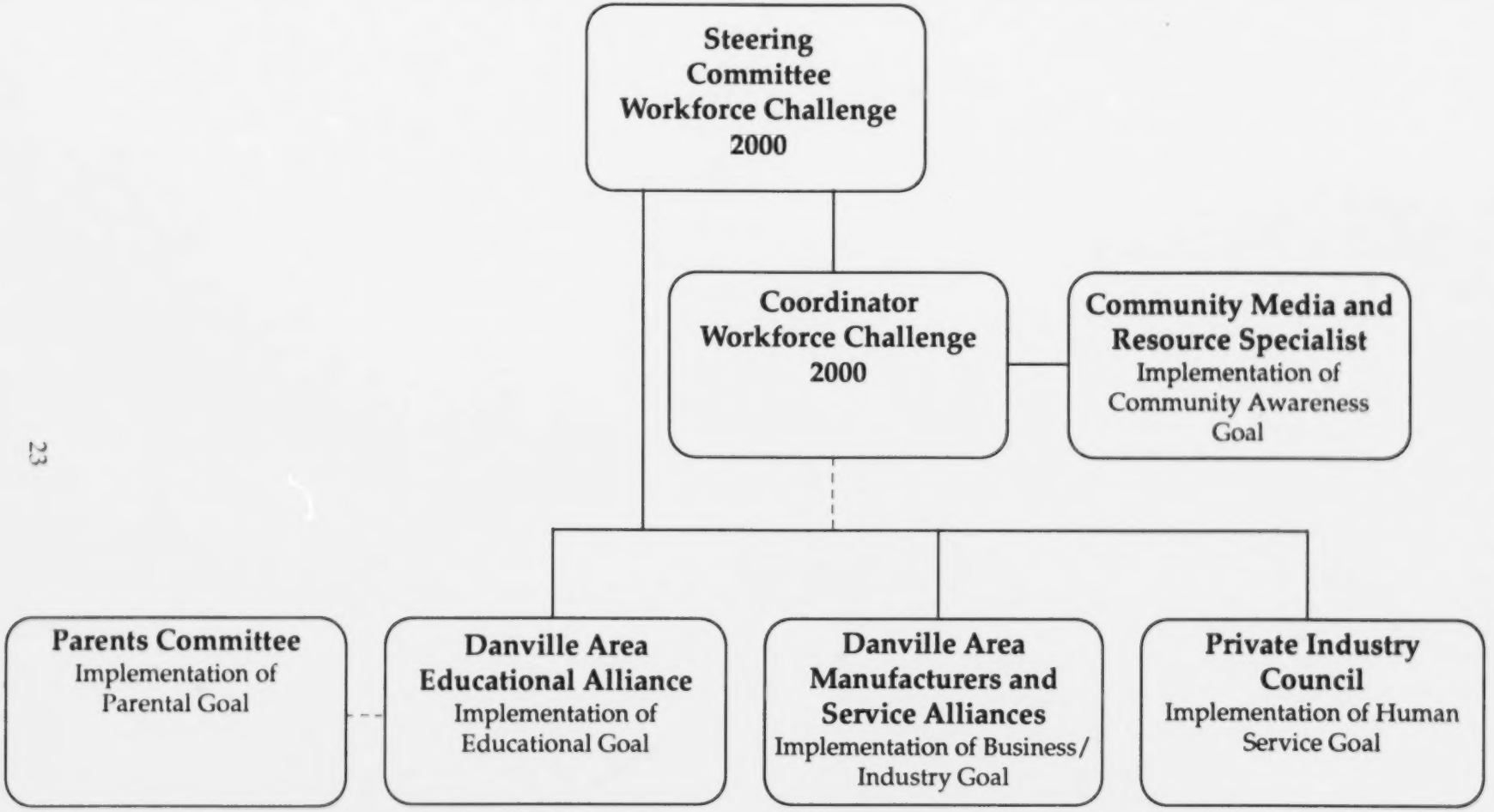
Goal Committees
Sharon Ady
Karen Ahrens
Alayne Anderson
Gordon Anderson
Terry Anderson
Teresa Arnold
Susan Baldwin
Jody Biscoe
Brock Blinn*
Chuck Brooks
Betty Bryant
Bill Bucher
Don Burke*
Chuck Carpenter
Molly Culbert
Martha Curry
Kim Daulton
Jenny Dawson
Art DePugh
John Douglas
Steve Downing
Viv Dudley
Dorothy Sturm Duensing
Pat Ehrnwald
David Fields
Judy Finkle
Mike Finkle
Dennis Forest
Debbie Frerichs
Kerry Frerichs
John Ganyard
Herb Glenn
John Grygiel
Darlene Halloran
Pat Hartshorn
Marilyn Hecker
Linda Heeren
Tom Hermann
Rachel Heron
Russ Hiatt
Debbie Hicks
John Hirt
Esther Hooper
Karen Huchel
Curt Huffman
Patty Ann Hughes
Ellen Hurley
Bob Jones
Pat Keller
Dave Kienest
Pat Kuchefski
Edward Layden
Edina LeCleir
Susan Legg
Joe Linares
Sara Longfellow
Brenda Ludwig
Bill Matthews
Clyde Mayer
Larry McConkey
Alice McGowan
Earl McGowan
Mary McKeown
Bill McMahon
Jan Miller
Dan Milligan
Jessica Mills
Susan Mills
Denia Milne
Brian Mitchell
John Mockaitis
Jim Monfredini
Michael Mooney
Jeanne Mulvaney
Judith Myers
Barb Nelson
Keith Nelson
Rita Nordheden
Jan O'Rourke
Margie Parise
Alice Payne
Terry Payne
Judd Peck
Phyllis Perry
Creighton Petkovich
Sandy Powell
Warren Pratt
Verna Quick
Bruce Rape
Janet Redenbaugh
Brad Reeley
Jan Reynolds
John Reynolds
Jennie Rich
George Richards
Mark Roberts
Annie Robertson
Joe Rottman
Judy Rudnicke
Suzie Schatz
Augustus Scott
Betty Seidel*
Lisa Smith
Phil Smith
Carol Smock*
Dave Stimac
Audrey Syrcle
Sally Techtow
Dave Thomas
Minnie Walker
Dave Walter
Denise Webster
Jack Webster
Gail West
Tracy West
John White
Karen Wolfe
Tom Wonderlin
Jay Woodard

Jamaica, Oakwood, Georgetown, Catlin, Hoopeston, Westville & Danville High School Teaching Staffs

*Goal Committee Chairs

APPENDIX E

Implementation Organization and Strategies For Workforce Challenge 2000


Steering Committee Workforce Challenge 2000
Coordinator Workforce Challenge 2000
Community Media and Resource Specialist
Implementation of Community Awareness Goal
Parents Committee
Implementation of Parental Goal
Danville Area Educational Alliance
Implementation of Educational Goal
Danville Area Manufacturers and Service Alliances
Implementation of Business/ Industry Goal
Private Industry Council
Implementation of Human Service Goal

Responsibilities of each Implementation Committee:

1. Develop a Leadership Structure for the Implementation of Workforce Challenge 2000
2. Select priorities from the final report and assure implementation of recommendations
3. Evaluate progress, provide feedback, and make regular reports to the Steering Committee

APPENDIX F

Description of Workforce Challenge 2000 Committees

STEERING COMMITTEE

The Steering Committee is a task force of 25 community leaders representing a broad spectrum of community interests. Individuals from business, industry, labor, education, professions, health care, media and human service agencies make up this committee that oversees the development and implementation of Workforce Challenge 2000.

COORDINATOR WORKFORCE CHALLENGE 2000

The coordinator of the project runs the day to day operation and coordination of the implementation of the Workforce Challenge 2000 plan. This individual will report to the Workforce Challenge 2000 steering committee.

COMMUNITY MEDIA AND RESOURCE SPECIALIST

The community media and resource specialist is an individual who works with local media representatives and coordinates other local resources to conduct a community awareness program for the Workforce Challenge 2000 project and its implications for the surrounding area. This individual reports to the Coordinator of Workforce Challenge 2000.

PRIVATE INDUSTRY COUNCIL

The Private Industry Council is a 30 person committee that serves as the Board of Control for the Vermilion County Job Training Partnership program. The PIC will have the primary responsibility for increasing the involvement of human service agencies in preparing their clients for education and employment.

DANVILLE AREA MANUFACTURERS AND SERVICE ALLIANCES

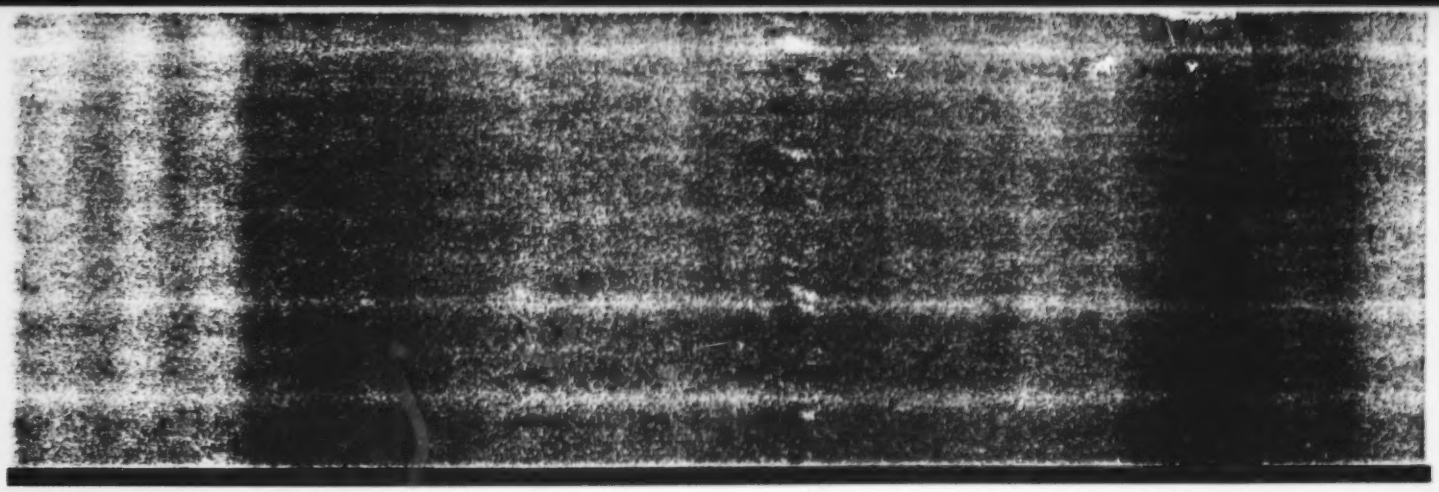
The Danville Area Manufacturers Alliance is a task force made up of Chief Executive Officers from the areas largest manufacturers. The Danville Area Service Alliance represents the Presidents or CEO's of other major area employers including health care providers, service industries, smaller businesses, and professionals. The primary responsibility of these Alliances is to increase the collaboration and investment between education and business/industry.

DANVILLE AREA EDUCATIONAL ALLIANCE

The Danville Area Educational Alliance consists of representatives from local educational institutions including Danville Area Community College, the Regional Superintendent, Superintendents of area public and private school systems, the Vocational Occupational and Technical Education Center, and the Vermilion Vocational Education Delivery System. The primary responsibility of the DAEA will be to assist education to better prepare students to meet the work force needs of the community.

PARENTS COMMITTEE

The parents committee consists of concerned parents from all school districts throughout the area. This committee will assist the Danville Area Educational Alliance in helping to improve education. The primary responsibility of this committee is to increase the involvement of parents in preparing their children for education and employment.



Danville Area Community College
2000 East Main Street
Danville, Illinois 61832